Egale

Anti-2SLGBTQI Cyberbullying

A resource for educators

Acknowledgements

Egale is Canada's leading organization for 2SLGBTQI people and issues. We improve and save lives through research, education, awareness, and by advocating for human rights and equality in Canada and around the world. Our work helps create societies and systems that reflect the universal truth that all persons are equal and none is other.

About this Resource

This resource highlights the disproportionate harm that 2SLGBTQI young people face as a result of cyberbullying. It offers educators and school staff a range of practical strategies for prevention and intervention that respond to the specific context of anti-2SLGBTQI bias, discrimination and violence within the school community, online and beyond.

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Tackling Anti-2SLGBTQI Cyberbullying

Introduction

Cyberbullying Definition

Behaviours performed using digital media or technology with the goal of communicating aggression and inflicting harm on an individual or a group of people (Abreu and Kenny 2017)

Digital and web-based technologies have become a standard and common way we communicate with one another, permeating almost every facet of our lives. These rapidly evolving technologies are embedded in the lives of youth especially.

The empowering potential of technologies like social media and other platforms to connect us and to extend our access to information is undeniable. However, the ways these powerful tools may be used and abused to bully and cause harm must be seriously considered.

While cyberbullying is a serious issue that can affect anyone within the school community, 2SLGBTQI youth have been identified as a population of significance with unique vulnerabilities to its risks and harms.

2SLGBTQI youth report significantly higher levels of cyberbullying when compared to their heterosexual and cisgender counterparts. Over half of all 2SLGBTQI youth report being targeted by cyberbullying.

Despite this fact, many existing school-wide efforts to address bullying and cyberbullying fail to adequately respond to forms of aggression amongst students. These efforts fail especially where there is a real or perceived power imbalance due to deeply ingrained social hierarchies and power dynamics.

The most effective and transformative strategies to address bullying and cyberbullying must work to challenge and uproot all forms of anti-2SLGBTQI bias, discrimination and violence. These strategies must also challenge other forms of oppression within the school community, climate and culture.

The whole school community including educators, school staff, students, and parents, guardians and caregivers all have key roles to play within this strategy.

92% of teens go online on a daily basis

56% access online material several times a day

(Pew Research Centre, 2015)

52% of LGBTQ youth between the ages of 11—22 reported having been targets of cyberbullying multiple times.

1 in 5 LGBTQ youth think that cyberbullying is a normal and unavoidable part of online life

(Blumenfeld & Cooper, 2012)

2SLGBTQI Youth and Cyberbullying

Digital communication technologies are vital in facilitating access to community connections by providing information & resources about queer and trans experiences that are often lacking elsewhere in the lives of 2SLGBTQI youth. When we consider this alongside evidence that 2SLGBTQI youth are more likely to be victimized online, the importance of making online environments safer for 2SLGBTQI youth becomes exceedingly clear.

Being a target of cyberbullying can feel even more impossible to escape than traditional face-to-face bullying since bullies can reach their targets from remote locations around the clock. This is especially troubling for 2SLGBTQI youth who may already have limited access to spaces where they can safely express their true selves without fear.

All forms of bullying, including cyberbullying, can cause deep and lasting emotional scars. For 2SLGBTQI youth who are targeted due to a core aspect of who they are in a climate that is already un-affirming or outright hostile toward those identities, the potential harm can be especially devastating. This may include feelings of isolation, distress and despair, low self-esteem, poor academic performance and school completion rates, poor overall mental health and suicidality.

Overall, LGBTQ youth are

more likely

than their peers to experience negative outcomes after being cyberbullied

(Abreu and Kenny, 2017)

Seeking support after being cyberbullied is already daunting for any targeted young person. Many fear retaliation by the bully or being blamed for the incident. Some worry their tech use will be restricted as a result, or simply feel that it will not be taken seriously. 2SLGBTQI youth have additional factors to consider, including having an aspect of their identity or sexual orientation exposed at school or at home. This can lead to unsafe situations when the proper supports are not in place.

2SLGBTQI youth are

less likely

than their heterosexual and cisgender counterparts to report and seek support after being cyberbullied.

(Blumenfeld and Cooper 2010)

The Unique Dangers of Cyberbullying

Forms of cruelty perpetuated through acts of cyberbullying parallel traditional face-to-face bullying in many ways. However, digital and web-based technologies equip bullies today with powerful tools that intensify the harm caused. Such features of these tools include:

Anonymity

Bullies with unkown identities are more difficult to hold accountable.

Disinhibition

Distance and removal from the emotional impact on the target enables the continuation of harm.

Asynchronous

Bullies can reach their target 24/7 and from remote locations making the bullying feel inescapable.

Viral Factor

Bullying can be viewed by a wide public audience, quickly and easily.

Permanence

Harmful content may be difficult to remove and may impact the target long after the original incident.

Digital Tools

Here are just some of the digital tools that could be used for cyberbullying: personal websites, blogs, email, SMS texts, social networking apps, video streaming sites, chat rooms, message boards, instant messaging, video streaming services, online gaming, dating apps, videoconferencing, etc.

Recognizing Anti-2SLGBTQI Cyberbullying

Preventing and responding to homophobic, biphobic and transphobic forms of cyberbullying requires that we are able to recognize it when we encounter it. Listed below are common patterns of anti-2SLGBTQI bullying with examples of how these might show up in an online or digital environment.

It is important to remember that a target could be an 2SLGBTQI person, a person perceived to be 2SLGBTQI, a friend, ally or family member of the 2SLGBTQI person.

Outing and Humiliation

- Publicizing private content that outs the target (exposes an aspect of their gender or attraction identity) without their consent in order to shame, or humiliate them or to put them in further danger
- Cyber-impersonating the target (hacking into their social media accounts, and posing as them) to out or humiliate them (ie-sending someone a fake gay romance confession, masquerading "as" the target)

Harassment (anonymous or not)

- Sending the target harassing comments, images, videos or memes over SMS, instant message, social media, or through online gaming and other apps that are disparaging, attacking or invalidating of the target's gender or attraction identity (ie- name calling, purposeful misgendering, dead naming)

Violence

- Sending the target threats of further (physical and/or sexual) violence
- Sending the target links to anti-2SLGBTQI hate sites
- Using the web to organize a hate group appearance at events attended by and for 2SLGBTQI people
- Using the web to trick the target (catfishing) into showing up somewhere physically under deceitful pretenses (ie-perhaps over a dating app) with the intention of enacting violence or putting the target in further danger

Exclusion

- Gossiping about the target in a group chat they have been blocked from joining

Prevention and Intervention Strategies

Educators and school staff are often confused about the scope of their responsibility when it comes to addressing cyberbullying and the idea of having to manage and monitor students' online activity, especially when it occurs outside of school is overwhelming.

It is important to remember that what goes on between students online does spill into the school environment and significantly influences the conditions in which students are expected to learn and grow. Cyberbullying incidents that occur at school or that originate off campus can result in substantial disruptions to the learning environment and are within a school's authority and responsibility to address.

Proactively Addressing Anti-2SLGBTQI Cyberbullying

"The most important filter we can develop to protect kids from potential harm online is not an app. It's the filter between the ears." *Bill Beasley, Cyberbullying Educator*

COMMUNICATE THE MESSAGE LOUD AND CLEAR

Ensure that messaging to the school body takes a clear and direct stance against all forms of anti-2SLGBTQI bullying and cyberbullying and against all forms of identity-based bullying. School policies, codes of conduct and direct communications to students and to their guardians should offer clear definitions of related terms and concepts. They should also offer examples clarifying what constitutes homophobic, biphobic and transphobic forms of bullying and cyberbullying, procedures for reporting, and an outline of accountability and disciplinary protocol. For guidance on defining related terms and concepts, check out the glossary at the end of this resource.

2SLGBTQI students' willingness to report incidents of homophobic, biphobic and transphobic bullying, and educator's confidence in intervening both **INCREASE SIGNIFICANTLY** when schools have specific anti-homophobia (and anti-biphobia and anti-transphobia) policies with clear and explicit intervention procedures (Taylor et al., 2011)

GROUND ANTI-(CYBER) BULLYING EDUCATION IN ANTI-OPPRESSION

It is not enough to assume that existing anti-bullying and anti-cyberbullying efforts will indirectly address underlying forms of discrimination. It is essential to unpack and explore, in explicit and specific terms, the ways in which youth acquire oppressive cultural attitudes through social learning that trigger bullying behaviours in schools and online. For more detailed ideas on how to ground anti-bullying and anti-cyberbullying lessons in frameworks that address socially inherited power dynamics, check out the learning strategies section of this resource

PROMOTE 2SLGBTQI POSITIVE CLIMATE THROUGHOUT ALL FACETS OF THE SCHOOL

An overall school climate that actively promotes conditions that make all members feel safe, included, affirmed and where everyone feels they belong, will result in healthier relationships and interactions amongst students both in school and online. Proactively reducing incidents of cyberbullying will therefore require an active process of challenging underlying cissexist and heterosexist biases within structures, policies and practices throughout all facets of the school community. This may include but is not limited to critically examining the following areas: administrative processes and systems, school's visual culture (visible imagery in the environment such as posters and signs), library resources, support and guidance services, washrooms, facilities and physical infrastructure, and extracurricular programming.

Responding to Anti-2SLGBTQI Cyberbullying

Given what we know about the reasons why 2SLGBTQI youth are reluctant to report cyberbullying and to seek support, it is important that school staff demonstrate actions and behaviours that earn youth's trust, while dispelling their fears in situations of anti-2SLGBTQI cyberbullying

Here are some general principals to apply upon receiving a disclosure or for offering support to a student after they have experienced anti-2SLGBTQI cyberbullying or violence.

AFFIRM

- Be a supportive and accepting adult figure who nurtures the ability to know you inherently have self-worth and are therefore better able to cope in the face of hardship. This is especially vital for students who may be lacking social supports elsewhere; do not assume they have supportive/accepting parents/guardians
- Help them internalize positive messages and ideas about themselves while reinforcing their RIGHT not to be bullied
- LGBTQ youth with supportive adults both inside and outside their family are 4X more likely to report good or excellent mental health, (Veale et al., 2015)
- It is important to remember that we cannot and should not assume that all youth will find the affirmation and support for their identities that they need in their family environments. In some cases parents are not supportive, leaving youth to fend for themselves– possibly increasing their feelings of alienation, abandonment and despair.

VALIDATE

- Remind them that it not their fault, that you believe them and that you take it seriously
- If the cyberbullying incident involved an aspect of their identity or was discriminatory in nature, validate them by naming this fact and reiterate that it is unacceptable and a violation of their rights
- Reinforce school policies and codes of conduct; ignoring, erasing or failing to name and acknowledge the underlying homophobia, biphobia and transphobia can have harmful impacts by perpetuating culture/conditions that gave rise to the incident in the first place

AGENCY

- Ask them what support looks like for them, begin by active listening and work collaboratively with them to determine a course of action
- This could mean supporting them in getting offending material/content taken down or removed
- Consider restorative/transformative approaches instead of punitive ones and consider what teachable moments may arise.

CONFIDENTIALITY

- Respect confidentiality; understand and communicate understanding about the serious risks involved in being further outed to parents, other staff or peers
- Make it clear that parents do not need to get involved necessarily– communicate your commitment to their confidentiality
- Only involve police in situation with physical threats, extortion, stalking, blackmail, and/or sexual exploitation of minors

Learning Strategies for Anti-2SLGBTQI Cyberbullying

Egale Canada created the following resource to help educators engage students to think critically about bullying and cyberbullying and how their actions can influence 2SLGBTQI inclusion more broadly. The discussion topics and activities within this resource offer educators a starting point to begin building their own lesson plans to engage students on tackling the problem of anti-2SLGBTQI bullying and cyberbullying in the school community. They may be adapted to the grade level of your student group for use in the classroom and integrated with relevant curricula across disciplines (social studies, health and physical education, etc.) The ideas and concepts throughout can also be taken up by leaders of GSAs (gender-sexuality alliances).

Considerations

Given the nature of these topics, educators and facilitators are encouraged to keep the following considerations in mind:

Respect Student Privacy
Students should never be made to feel pressured to disclose any aspect of their personal identity within the context of these group discussions. When asking students to reflect about their own social location in relation to intersecting systems of oppression, give students an opportunity to do this as a silent, individual reflection rather than something they must write down or share.

Avoid Singling Out Students Based on their Identities

Never treat any student as a "spokesperson" or representative positioned to speak on behalf of a whole community of people because of their social identity. No student should be singled out to share or educate others about their experiences of discrimination.

Limit Repetition of Harmful Stereotypes

Give students an opportunity to explore gender and attraction, name what they are and and how they show up in schools and online before unpacking and challenging harmful stereotypes and norms. Be mindful that while important for growth and learning, discussions about personal experiences can be triggering and potentially even harmful. Consider having students reflect privately rather than share in groups for the more personal topics. When framing conversations about oppressive language and attitudes or discrimination in any form, always acknowledge the impacts.

Situate Yourself in the Conversation

Be aware that as an educator, your own social location will influence how students experience an activity or discussion on topics related to systems of privilege and oppression. Model humility, self-awareness and transparency about the limits of your own understanding of challenges you have not personally encountered.

Never Assume Who is or isn't in the Room

Always approach conversations about 2SLGBTQI lives and experiences with the understanding that the issues we are discussing have an immediate and concrete impact on the members of our classrooms and their extended communities. Regardless of whether we have an explicit knowledge about the identities of those in the learning space, be careful not to talk about 2SLGBTQI people in an abstract or hypothetical way.

Set the Conditions for Safer Conversations

Know that exploring experiences of anti-2SLGBTQI bullying in the classroom can be sensitive and potentially triggering for many of your students. Before entering into these types of discussions and activities, it is important to create an environment in the classroom that help students feel safer to engage on these topics. Facilitate a democratic process to establish safer space guidelines that work as a shared contract of terms and conditions for discussion to which everyone can agree (ex-use "I" statements, do not generalize, respect confidentiality, share the air, etc.) After a list of guidelines has been collectively generated, ask students to demonstrate their consent (ex-thumbs up) to working within these guidelines for the rest of the conversation. Continue to work on them until consensus is unanimous. Post them in a visible spot in the room and encourage students to refer back to them if anything comes up that does not align with those principles.

Anti-Oppression Thinking

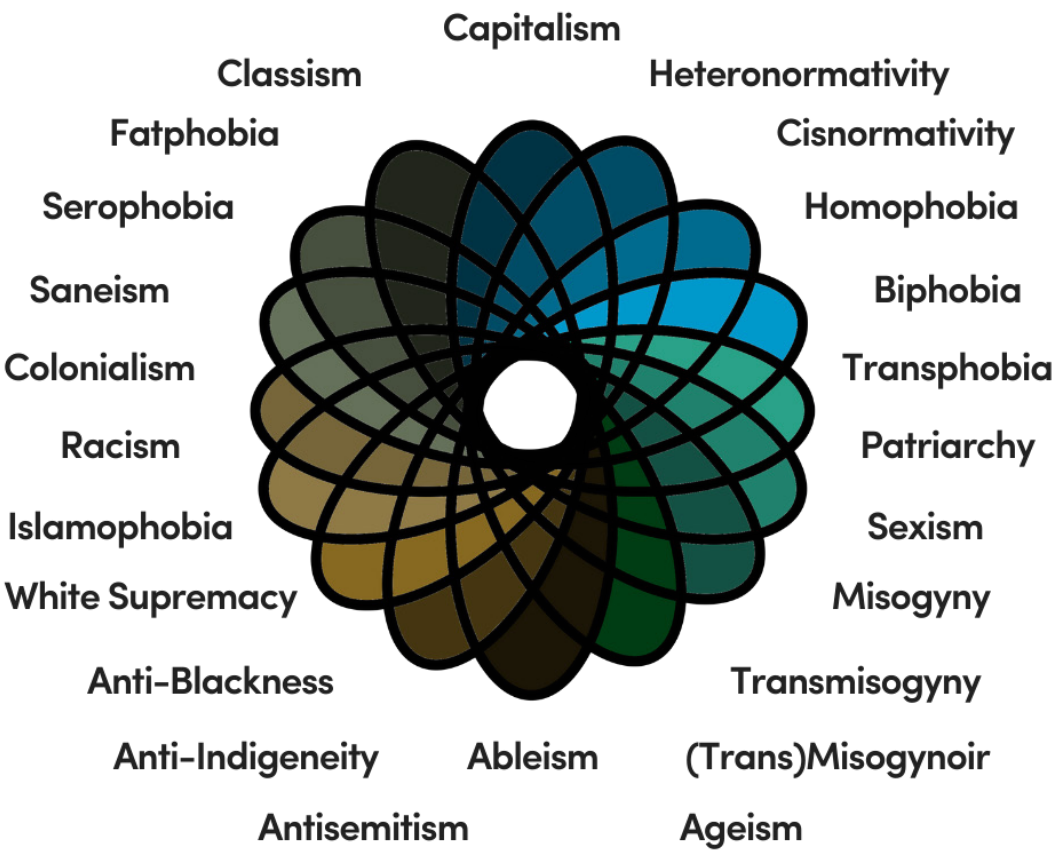
The tools in this resource provide opportunities for educators to help students challenge the ways they contribute to the school environment and provide them with tools and resources to create a more inclusive and safer school culture.

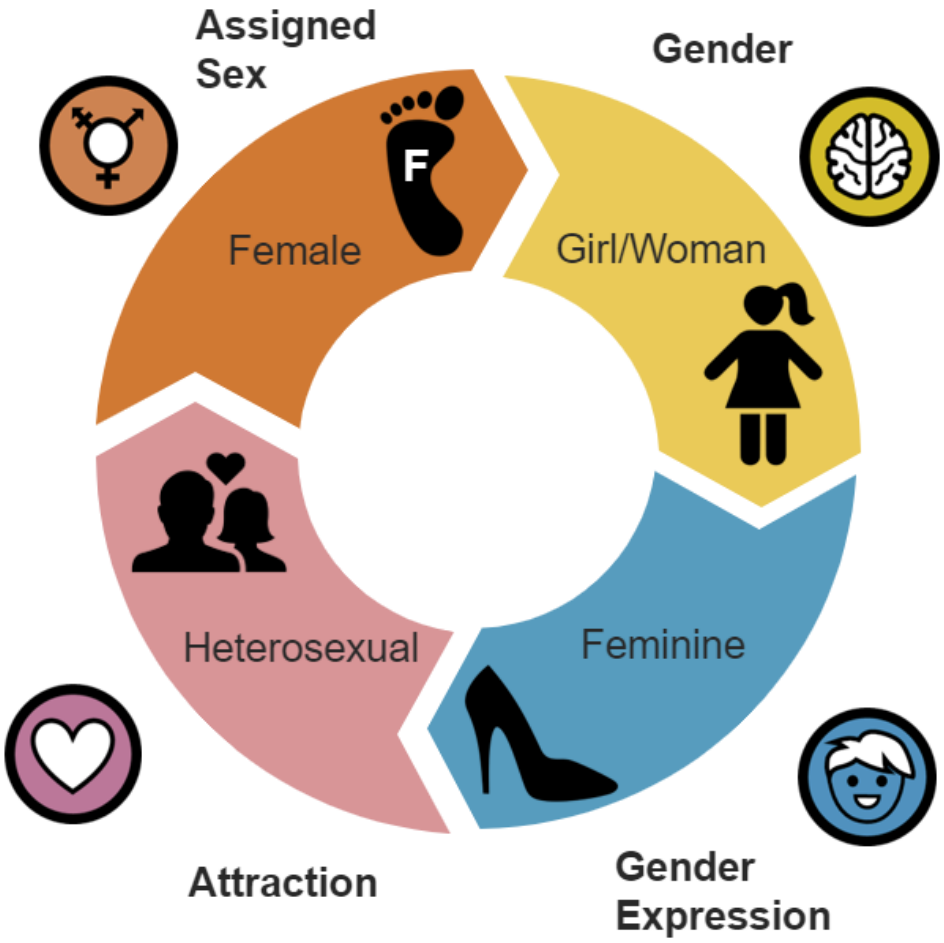
Begin the conversation with a facilitated class discussion to help students build connections about how their actions can influence or shape socially learned attitudes, norms and values (ex-attraction, gender, race, ability, body size, class, etc.) . Actions like bullying or discrimination can reinforce negative or harmful norms, values, attitudes. While positive actions can create more inclusive, safer and positive spaces, communities, etc.

Educators can help breakdown negative attitudes, norms and values that bullying contributes to by grounding classroom discussions in inclusion (attraction, gender, race, ability, body size, class, etc.). Use Egale's glossary of terms and concepts at the end of this resource to facilitate classroom conversations that build inclusive and safer schools.

Students today are engaged and educated in issues and topics that influence our culture. Find out what your students know and experience by engaging them in conversations about Social Location, Systems of Privilege and Oppression, Intersectionality, Cissexism, Heterosexism, Homophobia, Biphobia, and Transphobia, or other topics that might contribute to dialogue about discrimination, oppression, racism, exclusion/inclusion etc.

Intersecting Systems of Oppression & Privilege





The Dominant Equation

To further engage students to think critically, educators can structure lesson plans to facilitate independent reflection and group discussions to help them connect themes of inclusion and oppression to their own experiences.

Here are some examples of prompts to start off with:

- Share and discuss examples of dominant norms, attitudes, expectations, hierarchies and stereotypes about gender and attraction.
- Where do you think these ideas and messages come from? How do they show up in families, schools, the media or interactions among peers? How do the same ideas appear in online interactions?
- How do these norms, attitudes or expectations impact people who live outside the 'norm' and how is this harmful?
- How might these attitudes impact someone's sense of safety, belonging, social acceptance, visibility and experience in the school community or elsewhere?

Structure Lessons Around the Theme of Allyship

Guiding students to recognize and address identity-based bullying is the first step in taking action. The addition of allyship as a theme can help students make connections between anti-bullying efforts and the broader context of human rights and social justice.

To begin this dialogue, educators can invite students to share their thoughts and understanding of allyship in an open group discussion.

Here are some key ideas to listen for:

- Being an ally means striving to recognize your privilege and taking steps to challenge societal norms that create that privilege.
- Who can be an ally? Allies can include men who work to end sexism, white people who work to end racism, cisgender people who work to end transphobia, straight people who work to end homophobia, able-bodied people who work to end ableism and so on
- Allies are critical to the work of creating safer, more inclusive and affirming spaces for individuals and communities including online spaces
- Being an active ally takes courage, self awareness and an ongoing effort toward learning and listening

To highlight the importance of the notion that allyship is a continuous commitment we present a tool we call the "Allyship Continuum". The tool demonstrates actively oppressive acts at the bottom, and improves all the way to the top, where we can act to challenge systems of oppression:

The Allyship Continuum

Active Oppression
Sharing humiliating photos without consent, laugh reacting to a cruel joke, sending hurtful comments.

Indifference and Ignorance
I just don't really see it as that big of a problem. They were just joking.

Lack of Action
When I see cyberbullying I know it is wrong, but I do not engage or to intervene.

Confronting Oppression
When I see cyberbullying I express disapproval, talk to the bully offline, support the target person.

Educating Self
I intentionally follow influencers who represent positive and authentic perspectives.

Acting in Allyship
I take action when I see bullying, cyberbullying or other discriminatory behaviour towards 2SLGBTQI people online, at school and in my community.

Challenging Systems
I take extra steps or go out of my way to help create safer and accepting spaces for 2SLGBTQI people online, at school and in my community.

Active Oppression, Indifference & Ignorance, Lack of Action

Use the bottom three positions on the allyship continuum to give structure to a discussion in class or in a GSA to offer students an opportunity to share concrete personal examples. These may be examples of identity-based cyberbullying they have seen or encountered or scenarios where a lack of action and failure to respond appropriately contributed to the harm done. How was it handled? What worked or didn't work, and why?

If students have difficulty generating their own examples, here are some scenarios you can use to kick start the conversation:

- Someone posts on facebook that 'Daniella is "actually a dude".
- Someone blocks a classmate from a group chat and proceeds to gossip, speculating that he is bi, gay, etc...
- Someone uses a homophobic slur in an online gaming environment.
- Someone publicly shares information about another student's sexual orientation that was given in confidence.
- Someone circulates a transphobic meme targeting another student.
- Someone repeatedly misgenders, invalidates and disrespects another student's identity in the comments section of Instagram (or other social media platform).

For each example, invite students to discuss:

- What forms of discrimination (ex-homophobia, biphobia, transphobia) are underlying the offending behavior? What harmful messages does it spread?
- What is the impact on the person being targeted and is there an impact on others?

Confronting Oppression

Use the next position "confronting oppression" in the allyship continuum to help students generate awesome ally responses to the above scenario examples (or use student generated examples) of anti-2SLGBTQI cyberbullying.

Guide students in discussion to consider:

- What kind of tone in your response does the scenario call for? Would it be strategic to use disappointment? Anger? Humour? Seriousness? Softness? Sass? How does this change in an online environment?
- Could you approach with facts? Emojis? Ask for clarification? Approach with curiosity and non-judgement?

- How important is preserving the relationship with the offender or bully?
- Would it be best to respond publicly, privately or both?
- How can you support the person being targeted?
- What other resources or tools (online or offline) could be used to support your response?

Further facilitated discussion could focus on such themes as:

- How does your own social location shape and inform the way in which you might respond to identity-based bullying?
- What factors and fears make responding or acting in allyship especially difficult? (ex-fear of becoming a target, fear of social risks involved, etc? uncertainty about what to say, fear of looking bad etc., fear of people making assumptions about your identity)

When it comes to allyship and active bystander intervention, emphasize to students that speaking up or conveying disapproval and making sure the target feels supported and validated, is the most important part of interrupting harassment and bullying.

Someone who is being a bully or discriminating against others may not be ready to change their views or even hear your message at the time, but you can be sure that they will remember your intervention and hopefully think twice before they say or do something similar in the future.

For a more detailed series of lesson plans and resources on bystander intervention in relation to transphobic violence and bullying, check out Egale's Complete Educator Guide,

[Draw-The-Line on Transphobic Violence]

Educating Self, Acting in Allyship, Challenging Systems

Use the top three positions on the allyship continuum to deepen the conversation on cyberbullying and inspire positive digital citizenship.

Move the conversation from action to prevention.

Beyond taking action in the moment, or when we see cyberbullying take place, there are small everyday actions we can take to help prevent or shift discriminatory attitudes/behaviours. It is our responsibility to cultivate respectful social attitudes and behaviours by having conversations like this or being mindful of the spaces we are in, how we influence them and how this impacts others around us. Remind students that online spaces require the same ethics as other spaces. We all have a responsibility to conduct ourselves online with the same set of values and principles that are expected of us in other areas of life.

Engage students in a dialogue to help them discover or realize the power they have to use digital and web-based tools to create positive change. Instill in them that they can be active players in tackling anti-2SLGBTQI cyberbullying.

Prepare a lesson on the history and power of digital communication technologies for empowering historically marginalized communities like the 2SLGBTQI community.

Inspire students to investigate how the internet has been/ is used as a powerful tool for human rights organizing, advocacy and community building. Give students an opportunity to explore how the internet has helped advance 2SLGBTQI rights (ie. Building community by helping otherwise isolated 2SLGBTQI people find each other or shifting global perspectives by spreading awareness and education about 2SLGBTQI people/issues).

Activity or Assignment Ideas:

Digital Citizenship

Using the power of digitial media to engage in civic issues and to work toward intersectional social justice

Have students choose an 2SLGBTQI activist, public figure, celebrity, group or organization, who are acting as agents of change. How are they modelling digital citizenship to educate, agitate, and organize for human rights? How are they transforming culture and spreading positive messages about 2SLGBTQI lives, experiences and perspectives?

Prepare a list for students to choose from or give them the freedom to generate their own list. Here is a list to get you inspired or started: @lavernecox, @AlokVMenon, @IndyaMoore, @JacobTobia, @TheBillyPorter, @janayathefuture, @adriennemareebrown

Give students an opportunity to research, learn about and present on an activist or group of their choice. Have them consider:

- What digital tools and methods do they use?
- Evaluate or explain what is effective about what they do.
- What are the limitations?
- Who is their target audience? What effect are they having on culture and/or policy?
- What aspects of their work involve an offline component?
- What can YOU do to get involved, help amplify their message, etc.
- What lesson about digital citizenship can you take away and apply in your everyday life?
- What qualities and strategies from their modelled example would you like to emulate in your own online behaviour? How are you inspired to be a powerful agent of change?
- Have your students apply what they've learned by developing their own digital/social media campaign to tackle anti-2SLGBTQI cyberbullying at your school.

Terms and Concepts

Related to Cyberbullying

Cyberbullying - Behaviours performed using digital media or technology with the goal of communicating aggression and inflicting harm on an individual or a group of people

Digitial Citizenship - Using the power of digitial media to engage in civic issues and to work toward intersectional social justice

Digital Tools - Some digital tools that could be used for cyberbullying: personal websites, blogs, email, SMS texts, social networking apps, video streaming sites, chat rooms, message boards, instant messaging, video streaming services, online gaming, dating apps, videoconferencing, etc.

Related to Systems of Oppression

Systems of Oppression and Privilege - The historically rooted societal structures that govern the rules of social hierarchies (ex- white supremacy, patriarchy, cisheteronormativity, etc.) They are the unjust and harmful exertions of power, authority, and control that construct some types of bodies, identities and experiences as more valuable or superior to others in order to justify forms of domination. These hierarchies are maintained by being built right into the structures, operations, institutions and discourses of a society.

Intersectionality - A concept coined by theorist, Kimberlé Crenshaw, which recognizes how each person simultaneously exists within multiple and overlapping identity categories (including but not limited to: ability, attraction, body size, citizenship, class, creed, ethnicity, gender expression, gender identity, race, religion.) An intersectional analysis recognizes that no individual's experience of identity based oppression or privilege can be viewed solely within the context of any one single element of their identity. The ways in which an individual experiences systems of privilege and oppression are often impacted by the interplay of their various identity categories.

Cisnormativity - A cultural and societal bias, often unconscious, that privileges cisgender identities and gender norms, and ignores or underrepresents trans identities and/or gender diversity by assuming that all people are cisgender and will express their gender in a way that aligns with perceived gender norms.

Heteronormativity - A cultural and societal bias, often unconscious, that privileges heterosexuality, and ignores or underrepresents diversity in attraction and behaviour by assuming all people are heterosexual.

Homophobia - Fear and/or hatred of homosexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is LGB (or perceived to be) can be the target of homophobia.

Transphobia - Fear and/or hatred of any transgression of perceived gender norms, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is trans and/or gender diverse (or perceived to be) can be the target of transphobia.

Biphobia - Fear and/or hatred of bisexuality, often exhibited by name-calling, bullying, exclusion, prejudice, discrimination or acts of violence—anyone who is or is perceived to be bisexual or who experiences attraction to multiple sexes and/or genders can be the target of biphobia. Discrimination, erasure, and prejudice against bisexuals are serious problems in straight and 2SLGBTQI communities alike.

Related to Identities and Experiences

Lesbian - A woman-identified person who experiences attraction to people of the same gender.

Gay - A person who experiences attraction to people of the same gender—gay can include both man-identified individuals and woman-identified individuals, or refer to man-identified individuals only.

Bisexual - A person who experiences attraction to both men and women. Some bisexual people use this term to express attraction to both their own gender, as well as to people of a different gender.

Pansexual - A person who experiences attraction to people of diverse genders. The term pansexual reflects a desire to recognize the potential for attraction to genders that exist across a spectrum and to challenge the sex/gender binary.

Transgender - Refers to a person who does not identify, either fully or in part with the gender associated with the sex assigned to them at birth, according to dominant social expectations. It is often used as an umbrella term to represent a wide range of gender identities and may be called simply 'trans' for short.

Queer - A term used by some in 2SLGBTQI communities, particularly youth, as a symbol of pride and affirmation of diversity. This term makes space for the expression of a variety of identities outside of rigid categories associated with sex, gender or attraction. It can be used by a community to encompass a broad spectrum of identities related to sex, gender or attraction (as with the acronym 2SLGBTQI), or by an individual to reflect the interrelatedness of these aspects of their identity. Queer was historically a derogatory term for difference, used in particular to insult homosexuality and 2SLGBTQI people. Although sometimes still used as a slur, the term has been reclaimed by some members of 2SLGBTQI communities.

Questioning - An umbrella term that often reflects a process of reconciling three different pieces of information: 1) The feelings you have within yourself about the attraction(s) you experience and/or how you experience gender; 2) The language you have available to you to frame those feelings; and 3) The sense you have of how this will impact your interactions with other people in a social context.

Two Spirit - An English umbrella term to reflect the many words used in different Indigenous languages describing the fluid and diverse nature of gender and attraction and its interconnectedness to community and spirituality. The terms seeks to restore traditional identities and roles forcefully suppressed or stamped out by Colonization. Some Indigenous people identify as Two Spirit rather than or in addition to identifying as LGBTQI.

Intersex - Refers to a person whose chromosomal, hormonal or anatomical sex characteristics fall outside the conventional classifications of male or female. The designation of "intersex" can be experienced as stigmatizing given the history of medical practitioners imposing it as a diagnosis requiring correction, often through non-consensual surgical or pharmaceutical intervention on infants, children and young adults (some people may not be identified as "intersex" until puberty or even later in life).

Non-binary - An umbrella term to reflect a variety of gender identities that are not exclusively man or woman. Identity terms which may fall within this category may include, genderqueer, agender, bigender, or pangender.

Cisgender - A person whose gender identity corresponds with the social expectations associated with the sex assigned to them at birth. Cisgender, or cis for short, helps describe a socially dominant experience of gender in relation to assigned sex. Using the term cis man or cis woman, instead of "real" or "normal" man or woman, helps avoid propagating transphobic attitudes and helps normalize and validate the reality of gender diversity.

Resources

Support Resources/ Crisis Hotlines for Youth

Friends of Ruby: 1(416)359-0237 friendsofruby.ca

- At Friends of Ruby's drop-in space, you'll find meals, activities, support groups and community. They offer barrier-free one-on-one counselling, support with gender identity or transition, and help accessing housing, health care, and employment.

Kids Help Phone: 1(800)668-6868 kidshelpphone.ca

- Canada's only toll-free, 24-hour bilingual and anonymous phone counselling, web counselling and referral service for children and youth. Every day, professional counsellors provide support to young people across the country.

LGBT Youth Line: 1(800)268-9688 youthline.ca

- Toll-free service provided for LGBTQ youth by LGBTQ youth. Offer support, information, and referrals specific to your concerns.

Trans Lifeline: 1(877)330-6366 translifeline.org

- Trans lifeline is non-profit dedicated to the well-being of transgender people staffed by trans people for trans people. Volunteers are ready to respond to whatever support needs members of our community might have

Cyber Safety Resources and Further Learning

Bill Belsey's, Cyberbullying Educator
http://www.cyberbullying.ca/

Egale Canada: Resources for educators and parents
https://egale.ca/awareness/draw-the-line-atv/
https://egale.ca/awareness/supporting-your-intersex-child/
https://egale.ca/awareness/supporting-gender-diverse-child/
https://egale.ca/awareness/every-teacher-project/
https://egale.ca/awareness/pronoun-resource-for-teachers/
https://egale.ca/awareness/tackling-anti-2SLGBTQI-cyberbullying-in-schools/

Kids Help Phone: Cyberbullying and how to stay safe
https://kidshelpphone.ca/get-info/cyberbullying-how-stay-safe/

Media Tech Parenting: Resource for parents and guardians regarding cyber safety
https://mediatechparenting.net/contracts-and-agreements/

Planned Parenthood Toronto: Resources on online dating and social media safety
http://www.ppt.on.ca/facts/dating-and-hooking-up-apps-the-internet/
http://www.ppt.on.ca/facts/social-media-safety/

Prevnet: Promoting Relationships and Eliminating Violence Network - Canada's Authority on Research and Resources for Bullying Prevention, Bullying Statistics and Infographics
https://www.prevnet.ca/research/bullying-statistics

Royal Canadian Mounted Police: Information on Cyber Safety, including when and how to get the law involved in situations of cyber violence
http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm

Society of Obstetricians & Gynecologists of Canada: Resource on online safety and consent
https://www.sexandu.ca/consent/online-safety/

Scarleteen: Inclusive, comprehensive, supportive sexuality and relationships info for teens and emerging adults
https://www.scarleteen.com/

Standing Senate (of Canada) Committee on Human Rights: Cyberbullying Hurts: Respect for Rights in the Digital Age, Youth Guide
http://www.cyberbullying.ca/wp-content/uploads/2017/02/AAA_Cyberbullying-Hurts-Respect-for-Rights-in-the-Digital-Age-Youth-Guide-English.pdf

Telus Wise: In person and online learning opportunities and teaching resources about how to stay safe in our digital world
https://www.telus.com/en/wise/workshops

Victims Services Toronto: Project Safe S.P.A.C.E. Results of Needs Assessment to identify, prevent and address cyberviolence.
http://victimservicestoronto.com/wp-content/uploads/2016/06/SafeS.P.A.C.E.Results.pdf

Victims Services Toronto: video campaign about cyberviolence by S.P.A.C.E (Students and Partners against Cyber Violence Everywhere)
https://www.youtube.com/watch?v=C1X7PLMe1l0&feature=emb_logo

"Deal with It" Children's Book Series from Lorimer Press

Maceachern, R. (2010). Cyberbullying: deal with it and ctrl alt delete it. Toronto, Canada. Lorimer Press.

Solomon, S. (2013). Homophobia: deal with it and turn prejudice into pride. Toronto, Canada: Lorimer Press.

Skelton, J. Wallace. (2016). Transphobia: deal with it and be a gender transcender. Toronto, Canada: Lorimer Press.

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